

# **SUMMIT MIDDLE SCHOOL**

## **7<sup>TH</sup> GRADE**

### **CURRICULAR GUIDE**



**SACS**

# **2018-2019**

*Preparing today's learners for tomorrow's opportunities*

# Summit Middle School

Southwest Allen County Schools  
4509 Homestead Road, Ft. Wayne, Indiana 46814  
Telephone (260) 431-2501 Fax (260) 431-2599

---

**Josh St. John**  
Principal

**Jeff Beck**  
Athletic Director

**Randy Pursley**  
Assistant Principal

---

Dear Parents,

The purpose of this curriculum booklet is to give you a listing of courses offered and a general overview of the skills and concepts taught.

The intent is that this information will aid your child and you in course selection as well as serving as a guide for you if you wish to work with your child at home to reinforce skills and concepts taught at school.

If you have any questions, you are always welcome to contact the teacher for clarification as well as one of the guidance counselors or one of the administrators.

Sincerely,

Dr. Josh St. John, Principal

Randy Pursley, Asst. Principal

# LANGUAGE ARTS

REQUIRED 1 YEAR

**Reading:** Analyze, interpret, and evaluate literature using appropriate grade-level skills.

**Writing:** Write a clear, coherent, and focused research report (minimum 750 words) that demonstrates proper paragraph structure and appropriate grade-level grammar, usage, and mechanics skills.

**Research:** Use research skills to produce a report that supports a topic.

**Speaking:** Deliver a formal, well-organized presentation that uses appropriate grade-level speaking skills.

**All required skills of the curriculum will be met** in this class through flexible grouping, interdisciplinary themes, supplementary novel reading, use of a literature text, process writing, portfolios, tests, quizzes, and projects.

**Types of literature include:** short stories, drama, nonfiction, fiction, poetry, myths, fables, and novels. These areas will be connected with topics that relate to science and social studies where possible.

Students will analyze, interpret, and evaluate literary works and use SQ3R.

Students will develop skills in responding orally and in writing to varied forms of literature through discussion, writing, group activities, projects, and quizzes.

Students will recognize literary forms and conventions as a means of appreciating and reacting to literature.

**Grammar and spelling/vocabulary skills** will be incorporated into literature and process writing.

**Grammar and spelling/vocabulary skills in literature:** **Review** of various parts of speech as they apply to author's **usage** and emphasis in various literature works. **Identification** of various parts of speech in author's works. Students will be responsible for **knowledge** of, **understanding** of, and **usage** of **vocabulary** that is pertinent to the works they are studying.

**Grammar and spelling/vocabulary skills in writing:** Students will be expected to develop ideas in sentence form and write ordered, developed and related paragraphs. They will be responsible for using appropriate sources to correct spelling, grammar, and punctuation and to add interest to their writing by varying sentence structure, length, and word choice.

**Process writing:** the types of writings that the students will experience are outlined in the Curriculum guide. Within the scope of these writings students will do the following:

- respond to the literature they are reading
- use ideas generated in prewriting to aid in drafting and write one or more drafts
- demonstrate an understanding of audience and purpose in writing
- take responsibility for the content and correctness of their own writing
- work independently and with others to revise and edit their own writing and the writing of others
- recognize and resolve problems of clarity, organization, sentence patterns, form, content, language choices, and documentation of sources
- use appropriate technology resources to locate information, paraphrase, and summarize for note taking
- submit writing for publication when appropriate

# **SOCIAL STUDIES**

**REQUIRED 1 YEAR**

## **Peoples, Places, and Cultures in Africa, Asia, and the Southwest Pacific**

Following the state's scope and sequence model for social studies, students in grade 7 study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, Oceania).

### **Standard 1: History**

Students will examine the major movements, events, and figures that contributed to the development of Africa, Asia, and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

### **Standard 2: Civics and Government**

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

### **Standard 3: Geography**

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

### **Standard 4: Economics**

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.

# MATHEMATICS

## Middle School Curriculum

MATH PLACEMENT IS BASED ON A PHILOSOPHY OF MASTERY AND CONTINUOUS PROGRESS. STUDENTS WILL BE ENROLLED IN THE MATH CLASS WHICH IS MOST APPROPRIATE TO HIS/HER LEVEL OF LEARNING.

### Mathematical Practices

All math courses will strive to connect the following mathematical practices with mathematics content. The Mathematical Practices are noted here, as outlined in Indiana Common Core Standards for Mathematics. Students will work to improve in:

- 1. Make sense of problems and persevere in solving them.***
- 2. Reason abstractly and quantitatively.***
- 3. Construct viable arguments and critique the reasoning of others.***
- 4. Model with mathematics.***
- 5. Use appropriate tools strategically.***
- 6. Attend to precision.***
- 7. Look for and make use of structure.***
- 8. Look for and express regularity in repeated reasoning.***

### Mathematics Content Highlights

Highlights of course topics are given below for the three middle school math courses taught at Summit Middle School. For additional detail about the concept areas, visit *Indiana Department of Education-Mathematics* website at the following link: <http://www.doe.in.gov/standards/mathematics>.

In **Grade 6**, instructional time will focus on four critical areas

- (1) computation of positive, rational numbers;
- (2) introduction of variable expressions & solving one-step equations using positive, rational numbers in addition to understanding proportional relationships;
- (3) converting between the U.S. (Customary) and the Metric System and finding measurements related to rectangles and rectangular prisms; and
- (4) recognizing statistical questions followed by analyzing, representing and summarizing numerical data sets in multiple ways.

In **Grade 7**, instructional time will focus on four critical areas:

- (1) developing an understanding of, and computing fluently with positive and negative rational numbers;
- (2) developing an understanding of algebraic reasoning, to include simplifying expressions, solving 2-step equations, graphing proportional relationships, and representing real world situations algebraically;
- (3) developing an understanding of proportional reasoning and solving real world problems involving proportional relationships; and
- (4) solving problems related to two- and three-dimensional figures using circumference, area, surface area, and volume.

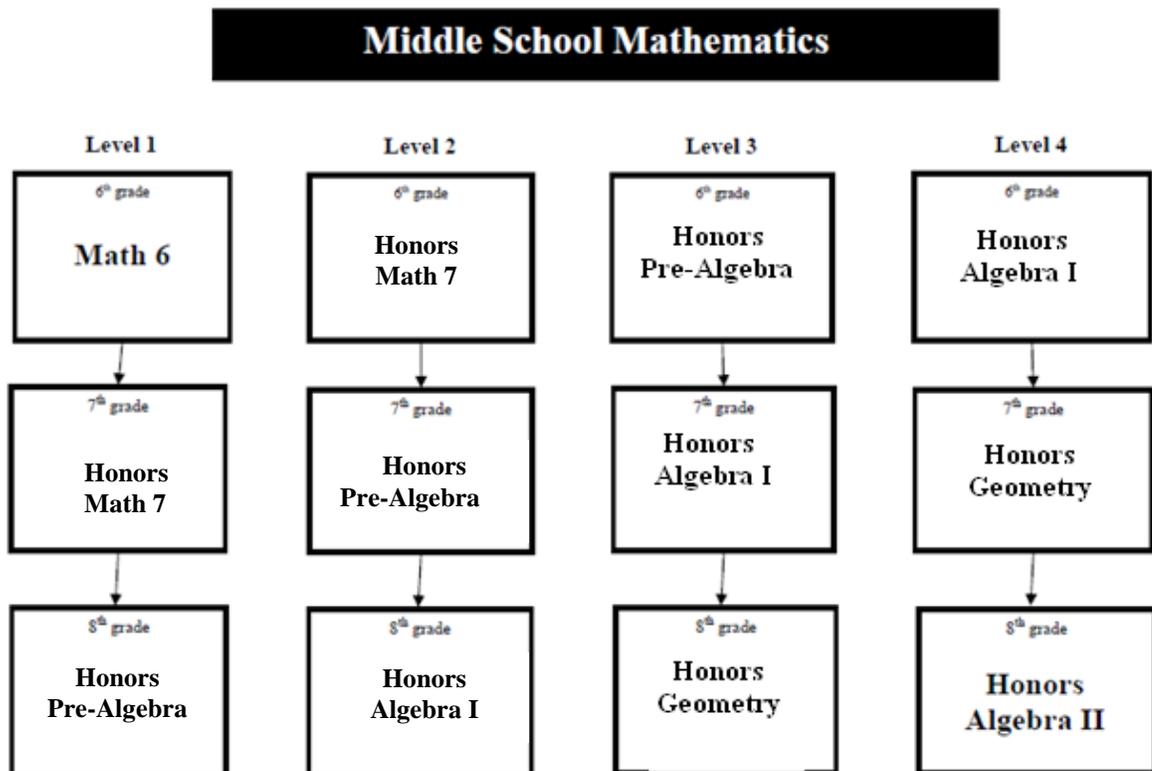
In **Grade 8**, instructional time will focus on three critical areas:

- (1) understanding the difference between rational and irrational numbers along with computing fluently with rational numbers in multi-step problems;
- (2) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations;
- (3) grasping the concept of a function and using functions to describe quantitative relationships; and
- (4) analyzing attributes of three-dimensional figures, finding volumes, understanding the impact of transformation on two-dimensional shapes and understanding and applying the Pythagorean Theorem.

In addition to the middle school math courses, middle school students may be enrolled in high school level mathematics classes before formally enrolling at Homestead High School. Students who complete both semesters, earning above a B- or higher in the course, will earn high school credit and the grade will be calculated into the high school grade point average\* (*This affects students in Algebra 1, Geometry & Algebra 2*).

*\*Please note that both semesters must be completed before receiving high school credits or grade and the policy here is connected to School Board Policy 5160: Middle school students coming to Homestead High School from SACS middle school feeders may take high school level courses before formally enrolling at Homestead. Students who complete both semesters of a course will receive high school credit and grades that will be calculated into the high school grade point average. Requests to remove high school credits and grades for courses taken in middle school must be submitted to the Registrar no later than March of the student's freshman year. Exceptions considered may be considered.*

The flow chart below illustrates the path an incoming 6<sup>th</sup> grade student will travel through mathematics depending on the entry level math course.



## **SCIENCE UNITS**

**REQUIRED 1 YEAR**

Students in seventh grade study different forms of energy and how forces act between objects. They study how different earth processes have shaped the land and how this affects our ability to measure geological time. Students study the cellular structure and function of single-celled and multi-cellular organisms. Students investigate how to convert energy from one form to another.

Explain that energy cannot be created or destroyed but instead can only be changed from one form into another or transferred from place to place.

Describe and investigate how forces between objects can act at a distance or by means of direct contact between objects.

Describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time.

Understand the cellular structure of single-celled and multi-cellular organisms.

Design and construct a device that converts energy from one form to another to perform work.

## **Team/Tech Time**

**REQUIRED 1 YEAR**

Team Time is a unique experience where all students on a team and the four/five core teachers on the team have a class together at the same time, along with two computer technology teachers. Team Time offers an opportunity for core area teachers to further enrich their curricula and provide deeper focus on each content area's most important standards. It is extended, flexible learning time where teachers deliver cross-curricular, engaging, project-driven units, and the time also provides students an immersive technological experience. The computer technology teachers work closely along with the team's teachers in order to provide students integrated computer instruction which coincides with the projects on which the teams are working.

During this "Tech" portion of Team Time, students work to master a variety of informational technology standards involving computer coding; file management; typing skills; digital photo, video, and audio editing; spreadsheets; presentation; and effective communication and collaboration through the digital environment. Additionally, students will engage in Project Lead the Way (PLTW) computer science curriculum during the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade years in Team Time.

# **PHYSICAL EDUCATION**

**REQUIRED  
ALL YEAR  
IN 3 SIX-WEEK  
UNITS**

It is a goal that students are convinced that being healthy is a requirement for a long and happy life. Students are introduced to a variety of sports and activities that will help them remain active for life. Emphasis on personal physical fitness improvement will be our core, while teaching over ten sports and games in detail. Approximately half of the time per unit will be devoted to skill development - the other half for games and play of the specific sport. Sports are organized into six team activities and seven lifetime/individual activities. Written work will be done in the form of unit tests, physical fitness worksheets, and writing assignments.

During the school year students will have the opportunity to participate in....

Badminton	Soccer
Basketball	Softball
Dance	Swimming
Flag Football	Tennis
Fitness tests	Track and Field (Decathlon)
Gatorball	Volleyball
Gymnastics (Tumbling and Apparatus)	Weights

7TH GRADE EXPLORATORY BLOCK: SKILLS FOR  
ADOLESCENCE, ART, TECHNOLOGY EDUCATION)

**SKILLS FOR ADOLESCENCE**

REQUIRED  
RELATED  
ARTS  
6 WEEKS

**\*7th Grade Skills for Adolescence Students will:**

- \*Learn about the challenging teen years ahead
- \*Build self-confidence
- \*Manage emotions in positive ways
- \*Build communication skills
- \*Improve peer relationships
- \*Develop positive decision-making skills
- \*Focus on drug information and resistance skills.

## **TECHNOLOGY EDUCATION**

**REQUIRED  
RELATED ARTS  
6 WEEKS**

The middle school Technology Education Curriculum is intended to explore the widest range of technology, real world applications, and career awareness through developmentally appropriate activities. Students will learn that people must develop and control technology responsibly, that people have the capabilities to determine how technology can be applied to their benefit, and that materials should be used and reused in responsible ways. They will also learn about the influence and impact of technological systems on their lives at home, at school, and the world of work.

The course is intended to interest both male and female students of all abilities. The class will feature hands-on, applied activities; mathematics and science applications to reinforce concepts; design and problem solving; safe use of materials, tools, instruments, and equipment; and higher order thinking skills to propose creative, innovative, nontraditional solutions to technical problems. Information about careers will be shared, as appropriate, and include attributes needed for employment such as dependability, honesty, punctuality, reliability, responsibility, ability to work with others, pride in work, self-awareness, self-reliance, and self-worth.

The middle school curriculum is well-aligned with both the high school curriculum and the state guidelines. Further, it reflects the national standards proposed by the professional organization. The curriculum is designed to permit a wide range of instructional strategies and groupings for instruction such as full class for demonstrations, and 10-15 minute lectures; small group cooperative work for problem solving, and individualized assistance as required according to student needs.

## **ART**

**REQUIRED  
RELATED ARTS  
6 WEEKS**

Students' studies will focus on the Elements of Art, the Principles of Design, and Art History. Students will use this information to complete projects in ceramics, computer generated design, paper cut collage, and painting. The Art curriculum is based on the Indiana State Standards required for Art and uses many cross curricular references to the science, math, and language arts curriculum.

# **BAND**

## **1 YEAR ELECTIVE**

### 7<sup>th</sup> Band:

Students in the seventh grade have the opportunity to expand on their beginning basic skills. The Seventh Grade Band will participate in our area band contest as well as three concerts during the school year. Band class meets during the school day. No after school rehearsals are held. Students will have opportunities to participate in solo and ensemble contest as well as area honor bands. This is a great opportunity to make some great music while participating in a worthwhile group activity. Scientific studies show that playing an instrument is great for your brain! We have a spot for you!

\*Students who did not participate in 6th grade band may enroll only with permission from the band instructor.

# **CHOIR**

**1 YEAR ELECTIVE**

7th Graders in choir begin the year with a review of the basics which were covered in the 6th grade. However, students do not need to be a member of choir in 6th grade in order to be in it as a 7th grader. 7<sup>th</sup> Grade Choir is a full year course which focuses on basics of proper singing technique as well as music literacy and music appreciation. Students review how to read a musical score and to follow their own vocal part in the music. Musical signs and symbols, identification of notes and exposure to different styles of vocal music are all included in the course of study. Students continue to build on sight singing skills as well as rhythmic reading. Students become more independent music readers and develop a more sophisticated music vocabulary.

Students will perform in a concert once a quarter featuring a wide variety of music, solos, instruments, and dance. Attendance at all concerts is a mandatory part of the choir grade. As a seventh grade choir member students attend choir contest, which takes place on one Saturday in March. A student's grade is determined by performance, in class assessments, and practice assignments.

Those students who are interested in further opportunities to sing are encouraged to try out for the after school Select Choir and our Spring Musical. Many students also participate in Vocal Solo and Ensemble Contest and Circle the State with Song.

# **WORLD LANGUAGES**

**1 YEAR ELECTIVE**

(Please be advised that the SACS School Board has a policy that affects middle school students enrolled in high school courses. Specifically, policy 5160 affects students in Honors Algebra 1, Honors Geometry 1, Honors Algebra 2, and all world languages.)

## **5160 - Credit for High School Courses Taken at Middle School**

Middle school students may take high school level world language classes before formally enrolling at Homestead. Students who complete both semesters of a course may request high school credit and **a grade which will be calculated into the high school grade point average.**

Please note that both semesters must be completed before receiving high school credits or grades. This is particularly important to world language students since middle school world languages are taught as a one-year course that are split into two years. **This means that the entire year of 7th grade world language class is the first semester, and the entire year of 8th grade world language class is the second semester.** Therefore, if your student drops out of world language after the 7th grade year, **no credit will be transferred to the high school.**

## **7- FRENCH**

## **7-SPANISH**

These courses introduce language and culture to middle school students. Emphasis is placed on pronunciation and intonation patterns and the basic grammatical structures of the languages in order to develop listening, speaking, reading and writing skills that will allow the student to communicate on an elementary level. Learning is enhanced by using technology for classroom instruction.

Students will become familiar with the culture of the world where these languages are spoken.

As a result, students will learn how to communicate effectively in the second language while gaining an understanding of that culture in relationship to their own. Concurrently, they will learn to appreciate the value of additional language learning in an increasingly interdependent global society.

The Summit Middle School World Language program is a two-year sequential program. The equivalent of the first year high school course is completed in two years, thus allowing the successful students the chance to move to second year placement in 9th grade. Students who study a second language should be proficient in English.

Enrichment activities involving food, games and videos related to the target cultures will be included in the learning. Hopefully, this experience in second language learning will be one of the most interesting, appealing, and long-lasting in a person's life and may even lead to an exciting career.

**Students who have not selected a World Language in the 7th grade will not be able to begin in the 8th grade.**

## **7-Latin**

Students will begin to develop skills in reading, writing, and speaking Latin, with an emphasis on vocabulary development through Latin root words. In addition to the vocabulary and grammar elements of the course, students will develop an appreciation for our rich cultural heritage from the Romans through studies in mythology, history, and Roman life and customs.

The Latin experience should provide students with a greater understanding of many of our traditions in literature, government and laws, and the sciences. It also should enhance their learning of the English language as well as the Romance languages, which include French, Spanish, and Italian. Enrichment activities include videos, Roman life projects, and online activities

## **ART 7**

### **1 SEMESTER ELECTIVE**

Art 7 is a semester course designed to further develop the skills of the middle school art student. While the goal is building the basic skills that will lead to success later, it is important that the young person have fun while he/she is learning, and have some success regardless of their background in art. A creative approach to drawing, painting, and design will be implemented through the use of various media such as pencil, wire, spray paint, and clay. The Art curriculum is based on the Indiana State Standards required for Art.

## **MUSIC KEYBOARDING**

### **1 SEMESTER ELECTIVE**

This semester class is open to all seventh and eighth grade students. No piano experience is necessary. Students will have the opportunity to learn how to play songs at their own pace. Whether you are a beginner or an advanced piano student, there is a spot for you in our class. Students will have the opportunity to create their own music using the computer and music software. All students will need to provide their own headphones or earbuds. You will have fun learning about music with this hands-on class.

## **COMMUNICATIONS**

### **1 SEMESTER ELECTIVE**

(May be taken once during 7<sup>th</sup> & 8<sup>th</sup> grade)

Students in this course will find an authentic place to communicate through public speaking in the form of analytical reasoning games, a play production, reflective writing and journaling, routine speeches, rebuttal and cross-examination debates, pen-pals, a school publication, and investigations and interviews about local charities, nonprofits, and causes that are of interest to each student.

The communications elective consists of the implementation of speech, drama, listening, reasoning, and technology skills interwoven to enhance self-esteem, creativity, and peer group involvement which can be carried into real life situations.

#### Goals:

Through a regular routine, become proficient at writing for different purposes and audiences.

To confidently apply public speaking strategies to a range of tasks, purposes, and audiences.

To improve analytical reasoning and critical thinking skills through game and debate.

## **SCIENCE: AN IN-DEPTH STUDY**

**1 SEMESTER ELECTIVE**

(May be taken once during 7<sup>th</sup> & 8<sup>th</sup> grade)

### Course Description

An academically challenging elective science class designed to provide students with an opportunity to further inquire, investigate and apply science concepts via discussion, demonstration, hands-on-labs, small group activities and computer technology.

### Some of the Possible Areas of Study

Simple Machines

Chemistry

Alternative Energy

Environmental Science

Electricity and Magnetism

Product Testing

Forensic Science

## **CURRENT PROBLEMS, ISSUES, AND EVENTS**

**1 SEMESTER ELECTIVE**

(May be taken once during 7<sup>th</sup> & 8<sup>th</sup> grade)

Current Issues gives students the opportunity to study significant local, national, and international events.

### Course Objectives

- \* Students will learn about and explain the significance of important local, state, national, and international current events.
- \* Students will be able to identify and summarize the key parts of a story after reading an article or watching the news story.
- \* Students will analyze and evaluate important current issues and defend their opinions with evidence.
- \* Students will make connections between current events and their own daily lives – including how the events affect them personally and the lessons they can learn from current events.
- \* Students will be able to effectively communicate their ideas and opinions both orally and in writing.

## **ENGINEERING TECHNOLOGY 7**

**1 SEMESTER ELECTIVE**  
(May be taken once during 7<sup>th</sup> & 8<sup>th</sup> grade)

### **Design & Modeling**

The 7<sup>th</sup> grade semester experience is part of our Project Lead The Way program and revolves around the use of computer modeling as a tool for designers and engineers. Students will gain experience using Autodesk Inventor software. This software is a very powerful and user friendly program that will allow students to create very complex 3-dimensional models with just a few lessons. Once the students reach a comfortable skill level with the software, they then are able to use this tool to develop blueprints and to create solutions to technical problems. Students are taught the proper and safe use of hand and power tools through demonstrations and mandatory safety testing. Students will then work in the “traditional” workshop area to build working models of what they have designed using their blueprints created using the computer modeling. The entry level projects could include a CD/DVD organizer or a mini corn hole game. Students will then use Autodesk Inventor to design a magnetically levitating car that should involve into a working prototype that students can test on our 32-foot magnetic track.

## **Lively Literature**

**1 SEMESTER ELECTIVE**  
(May be taken once during 7<sup>th</sup> & 8<sup>th</sup> grade.)

This semester-long elective course for 7<sup>th</sup>/8<sup>th</sup> graders explores a variety of literary subjects that often get passed over in the more traditional language classes. Students study three main areas: humor, drama, and graphic novels. Each of these sections will provide many opportunities for participants to read great examples and to create some of their own. This course is designed to interest a variety of learners, from those students who typically enjoy literature classes to those who thought they never would.

## **Computer Assistant**

**1 SEMESTER ELECTIVE**

Purpose: To provide computer assistance to teachers and students.

Grades: A letter grade will be earned based on performance in the following areas:

- quality of assistance provided
- daily journal entries
- participation and attendance

Duties:

- provide support to teachers and students
- collaborate and communicate with teachers and peers
- identify and define technology obstacles (problems)
- design and implement solutions to technology obstacles (problems)

# **PERSONALIZED LEARNING BLOCK**

## Personalized Learning Block (PLB) – 1 Semester Elective

This semester class is open to seventh and eighth grade students. *Personalized learning* is the tailoring of curriculum and instruction by learners or for learners in order to meet needs and/or passions. PLB is a course that uses personalized learning and technology to offer an experience Summit does not otherwise provide in other courses. PLB students are provided a significant amount of autonomy, thus they will have the opportunity to create an experience that is uniquely their own. In addition to the specific knowledge and skills related to the area of study, 21<sup>st</sup> century skills such as collaboration, communication, creativity, and critical thinking will be the primary learning objectives for the course that students develop through their unique work. Students can expect to follow a structure where they develop a plan for their focus of study, meet regularly with their teacher and other students to share progress and receive feedback, and present their completed work to students, teachers, and parents at a “Fair” after school hours. PLB may feel like an independent study topic of interest for students. Examples may include the study of a world language Summit does not offer, an artistic endeavor, or a deep dive into a topic of great passion (possibly computer programming, creative writing, or conducting research on a historical event). Costs/materials associated with a student’s area of study will be the responsibility of the student. PLB requires students to demonstrate significant independence and grit in working towards a long-term goal. Thus, there is an application process. See the course selection sheet for more information.

## **Journalism**

1 SEMESTER ELECTIVE  
(May be taken once  
during 7<sup>th</sup> & 8<sup>th</sup> grade)

Students in this class are responsible for producing the school digital newspaper, digital magazine, and other school publications. Skills learned include interviewing, photography, page layout, page design, editing, and writing various types of articles including general news, features, sports, and editorials.